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|  | **Chesapeake Bay**  **an Ecosystem**  **at Risk**  http://library.bhbl.neric.org/ChesapeakeWebquest/Skipsset.gif A WebQuest for Grade 5  Designed by  Jennifer Groth  jgroth@admin.bhbl.neric.org           [Introduction](http://library.bhbl.neric.org/ChesapeakeWebquest/index.html#Introduction) | [Task](http://library.bhbl.neric.org/ChesapeakeWebquest/index.html#Task) | [Process](http://library.bhbl.neric.org/ChesapeakeWebquest/index.html#Process) | [Evaluation](http://library.bhbl.neric.org/ChesapeakeWebquest/index.html#Evaluation) | [Conclusion](http://library.bhbl.neric.org/ChesapeakeWebquest/index.html#Conclusion) | [Credits](http://library.bhbl.neric.org/ChesapeakeWebquest/index.html#Credits) | [Teacher Page](http://library.bhbl.neric.org/webquest/t-lesson-template1.htm)  **Introduction**  Let's get ready to Ruuummble !!!!  As you have learned from reading the article, "The Chesapeake Bay: An Ecosystem in Danger" over 14 million people live work, and play in the Chesapeake Bay area.  Your group is going to examine the bay's environmental problems from five different viewpoints:   * ordinary citizens * dairy farmers * watermen * land developers * recreational boaters   Your group will then share their views and solutions with the other 4 groups.  Remember that there are no easy solutions when it comes to ecosystems and that other groups may have different solutions in mind.  Click on the map for a brief introduction to the Chesapeake Bay Area.  [http://library.bhbl.neric.org/ChesapeakeWebquest/Sm_Watershed.GIF](http://www.intandem.com/NewPrideSite/MD/Lesson1/Lesson1_1.html)    [http://library.bhbl.neric.org/ChesapeakeWebquest/ttl_quick.gif](http://www.mpt.org/learningworks/baytrippers/learn/quick.htm)      [http://library.bhbl.neric.org/ChesapeakeWebquest/ttl_glossary.gif](http://www.mpt.org/learningworks/baytrippers/learn/glossary.htm)  Click here to learn  more about   [http://library.bhbl.neric.org/ChesapeakeWebquest/ecosyst.gif](http://www.epa.gov/students/ecosyste.htm)  **The Task**  First, you will research your group's viewpoints using both the article you read and Chesapeake Bay internet sites.  Then you will record your research on your [Problem Solving Sheet](http://library.bhbl.neric.org/ChesapeakeWebquest/ProbSolvingSheet.html).  Finally,  your group will create a PowerPoint Presentation that:   * Identifies the main environmental problems in the bay from your group's perspective. * Explains how your group contributes to these problems. * Explains what your group could do to help solve the environmental problems in the bay. (Think of as many solutions as you can.) * Discusses the "trade-offs" for each of the solutions your group proposes.   **The Process**   1. Look over the [Problem Solving Sheet](http://library.bhbl.neric.org/ChesapeakeWebquest/ProbSolvingSheet.html)  and fill in your group's name. 2. Reread the article "The Chesapeake Bay: An Ecosystem in Danger", and highlight the bay's main environmental problems. 3. Next you will do internet research to learn more about the bay's environmental problems.  |  |  | | --- | --- | | [Pollution](http://www.mpt.org/learningworks/baytrippers/explore/pollution.htm) | [Major Threats to the bay](http://clab.cecil.cc.md.us/faculty/biology/Chesapeake/cb.html) | | [Four Sources of Pollution](http://www.cbf.org/sotb/pollution.htm) | [Bay Stressors](http://www.chesapeakebay.net/stressor1.htm) |  2. Use these links to learn more about your group's perspective.  |  |  | | --- | --- | | [Bay Boaters Guide](http://www.thebayguide.com/home.html) | [Ordinary Citizens](http://library.bhbl.neric.org/ChesapeakeWebquest/Hotlists/CitizenHotlist.html) | | [Land Development](http://www.cbf.org/resources/facts/sprawl.htm) | [Watermen](http://library.bhbl.neric.org/ChesapeakeWebquest/Hotlists/Watermenhotlist.html) |  1. You need to identify at least 3 ways to help solve the bay's problems.  |  |  | | --- | --- | | [Simple Ways to Save the Bay](http://www.cbf.org/action/simple_ways/index.htm) | [Bay Restoration](http://www.chesapeakebay.net/restrtn.htm) | | [10 Ways to Save the Bay](http://www.cbf.org/action/speak_out/ten_ways.htm) | [What Can You Do?](http://www.mpt.org/learningworks/baytrippers/learn/what.htm) |  2. For each solution list the advantages, disadvantages, and "trade-offs". 3. Now you are ready to  prepare your Powerpoint Presentation.  If you need to refresh your PowerPoint skills go to   [Learning.Com](http://www.learning.com)                      **Remember your PowerPoint Presentation must:**    1. Identify the main environmental problems in the bay from your group's perspective.    2. Explain how your group contributes to these problems.    3. Explain what your group could do to help solve the environmental problems in the bay. (Think of as many solutions as you can.)    4. Discuss the "trade-offs" for each of the solutions your group proposes.   **Be prepared to answer questions from the other groups (**ordinary citizens, dairy farmers, watermen, land developers, and recreational boaters**).**  **Evaluation**  You will be graded as an individual and as a group member.  As an individual you will be evaluated according to:   * effort and attitude *(Teamwork)* * oral presentation skills (clear loud voice, eye contact, enthusiasm)    As a group, you will be evaluated based on your group's ability to:  *(Content)*   * Identify the main environmental problems in the bay from your group's perspective. * Explain how  your group contributes to these problems. * Explain what your group could do to help solve the environmental problems in the bay. (Think of as many solutions as you can.) * Discuss the "trade-offs" for each of the solutions your group proposed.   (Technology)   * Prepare a Fifth Grade quality PowerPoint Presentation that includes color, backgrounds, different fonts, graphics, and some animation & sounds.  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | **Beginning**  **1** | **Developing**  **2** | **Accomplished**  **3** | **Exemplary**  **4** | **Score** | | **Content** | Does not meet minimal requirements. Paraphrasing skills need work. Very frequent grammar and/or spelling errors. | Fulfills minimal requirements.  Texts are paraphrased. Identifies at least three environmental problems. Discusses how they contribute to the problems. Proposes three solutions.    Some grammar and/or spelling errors. | Includes essential information.  Includes elaboration beyond minimal requirements.  Minimal grammar and/or spelling errors. | Covers the  Chesapeake Bay's environmental problems in depth from your group's perspective. Elaborates throughout.  Includes details.  Invites questions. |  | | **Technology** | Fulfills minimal requirements.  Has title and overview slides. Each problem and solution is discussed on its own slide.  All slides have backgrounds.  Three slides have a graphic included. Group work is integrated into one project. | Has more than three slides with graphics.   Integrates two graphics from outside sources. Sounds are used in two slides. | Some animation included.  Integrates four graphics from outside sources. | Includes varied graphics from outside sources.  Uses advanced varied PowerPoint features. Uses varied yet cohesive methods for project. |  | | **Oral**  **Presentation** | Makes eye contact with audience.  Uses simple language.  Uses only one delivery technique.  Presentation given by select members. | Engages audience.   Clear and understandable.  Uses appropriate language.  Uses limited delivery techniques.  Take turns. | Interesting.  Logical order.  Fluid delivery.  Clear connections in material.  Good use of delivery techniques. | Uses original approach effectively.  Highly organized.  Well-rehearsed. Uses vivid, precise language.  Delivers with ease. |  | | **Teamwork** | Teacher guidance needed to work with group members.  Needs prompts to complete assigned tasks. Makes minimal contribution to group effort. | Works well in group.  Contributes to group effort.  Participates in peer editing.  Does assigned tasks.  Takes turns. | Helps to organize and facilitate group. Encourages others.  Carefully edits peers.  Stays on task. | Provides vital leadership.  Asks for and gives suggestion/help.  Maintains a positive attitude. |  |   http://library.bhbl.neric.org/ChesapeakeWebquest/annapolisharbor.jpg  **Conclusion**           Congratulations! You have discovered some of the problems threatening the Chesapeake Bay's ecosystem.  Learning about the environment means making changes in your own life to live up to a stewardship role for the earth.  What are three ways you can help preserve or clean up a local ecosystem such as the Hudson River?   [Take the Chesapeake Challenge](http://www.mdsg.umd.edu/Education/Quiz/CB1.html)  **Credits & References**  [Hudson  River Links](http://library.bhbl.neric.org/ChesapeakeWebquest/Hotlists/HudsonRiverHotlist.html)  [Chesapeake Bay  Links](http://library.bhbl.neric.org/ChesapeakeWebquest/Hotlists/Chesapeakehotlist.html)  [National Science Education Standards](http://books.nap.edu/html/nses/html/)  Last updated on August 2, 2001. Based on a template from [The WebQuest Page](http://edweb.sdsu.edu/webquest/webquest.html) |
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